**7th Grade Math Unit 1 - Day 1 of 25 - 7.NS.1a,b (7.NS.3, 7.EE.3) – Integer Review**

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| **Unit Essential Question(s)** | * Where do we see rational numbers being used in our world? * How do we represent rational numbers using models, words and symbols? * How do you stay out of debt? | | |
| **Learning Target(s)**  “I can…” Statements | * I can make zero pairs to find zero. * I can describe real-world situations where opposite quantities have a sum of zero. * I can show that the distance between two integers on a number line is the absolute value of their difference. * I can identify and use integer vocabulary. | | |
| **Essential Vocabulary** | Zero pair, Positive, Negative, Opposite, Integer, Additive inverse, Absolute value, Positive, rise, more gain, profit, grow, up , ascend, increase, add, deposit, negative, fall, less, lose, debt, drop, down, below, grow, descend, decrease, subtract, withdraw (withdrawal), integer, number line, absolute value | | |
| **Resources and Materials** | **Teacher** | | **Student** |
| **Word wall words, I Have, Who Has cards, word search, Opposites book, Integer story and rubric, Integer Investigators ebook** | | **Word Search, Rubric, highlighters** |
| **8 Mathematical Practices:** | | | |
| x 1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics. | | 5. Use appropriate tools strategically.  x 6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | |
| **Bellringer** | Word Search – Word Wall vocabulary, mark each word as ‘+’ and ‘-‘. | | |
| **Activating Strategy** | Read *Opposites* as a class (Children’s book) Read aloud the first page/word to the class but have the class respond with the correct opposite. After the last page, continue with examples of opposites but transition to numbers…7 vs, -7… -5 vs 5 | | |
| **Cognitive Teaching Strategies**  Me/We/Few/You  (TIP – Teacher input,  SAP – Student actively participates,  GP – Guided Practice,  IP – Independent Practice) | **TIP –** Word Wall Wonder Review – Each student is given a card with a word wall integer vocabulary word. Using a positive vs. negative t chart on the word wall, each student decides if the word is positive or negative and places word in the correct place on the t-chart. Class uses thumbs up or down to agree or disagree. Discuss misconceptions. Play **“I Have, Who Has”** from Algebraic Thinking Lesson 23  **SAP** –Teacher reads aloud Integer Story – Have students say ‘Integer’ when a teacher reads an integer word. Student highlights vocabulary from story and marks each word as ‘+’ and ‘-‘.  **GP –** As a pair, students will choose one word and write a sentence correctly using that word. Remind them to try to use a context from before (ebook as an example) that sets up an integer situation in a real life context. The partner group will then split and add a second sentence to the first but using a different vocabulary word. The partners will then compare their second sentence and discuss the meaning of their vocabulary word and it’s opposite.  **IP =** Integer Story Project - Pass out rubric. Go over guidelines and requirements. Also, review CHAMP procedures. Begin rough draft | | |
| **Summarizing Strategy** | **Synectics** | | |
| **Assessment** | | **Homework** | |
| **Word Search – Review and discuss misconceptions.** | | **Integer Story – Rough Draft** | |
| **Extending/Refining** | Integer Investigators – Ebook, Frayer Model foldable | | |
| **Differentiation** | **Increase/decrease number of words in story. Include numbers in story to create math problems to answer in a later lesson.** | | |
| **Literacy Skills** | **Integer Vocabulary – Synectics, frayer model** | | |
| **Integrating Technology** | **Document Reader/LCD Projector, display teacher’s integer story as teacher reads aloud** | | |
| **Reflection** |  | | |